**Lesson Plan Format**

**“Migration”**

**Teacher Candidate \_\_\_Timothy Winans\_\_\_\_ Grade Level\_\_5th grade\_\_\_\_ Date of lesson\_\_11/9/2011\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Learning Standards Addressed:

* 5E2a.3:Write informational pieces with multiple paragraphs that present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; and offer a concluding paragraph that summarizes important ideas and details.
* 5E2a.6:Use grade-level-appropriate note-taking skills when completing research for Writing and distinguish between primary and secondary sources.
* 5E2a.7**:** Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have learned how to place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they can interpret time lines; they know how to correctly apply terms related to time, including *past, present, future,*

*decade, century*, and *generatio*ns; They understand how to read the latitude and longitude of maps but still need assistance on how to make maps and scale them by legends and scales (mileage). They know how to differentiate between primary and secondary sources.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to gather at least 1 sources book and 1 source (internet) but a total of 3 sources on the reason “why” people migrate, know the difference between primary and secondary sources, and take efficient/effective notes; compare and contrast their findings within a group setting after locating and writing about their sources.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will collectively chart (write down on large white paper) indicating the information that they have gathered (citing) all resources; primary or secondary identified. The will discuss amongst each other the validity of the sources and how the sources relate. Note taking will be guided and instructed and every student will have his/her own bin for research purposes (paper, web sites etc.). A rubric and checklist provided will cover the attributes of good note taking and research collectives.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Journals
* Books (a variety that I will choose as bulk)
* Computers with internet sites already tabbed (websites)
* Art work
* Model maps (one of old and one present).
* Smart board
* Chart paper and pens

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/Concept Attainment/ Direct Instruction:** This lesson plan will be an introduction phase of the Inquiry process. Students must learn to locate various sources; primary or secondary and know the difference between the two. Students but adhere to good note taking antics and in turn will absorb and learn about the reason “why” people migrate to other lands (in this lesson plan, to the U.S.). Students will make assumptions, choose their own questions and discuss amongst themselves (debate) the meaning of “why” people migrate. I will introduce concept attainment next so that the students can figure out the attributes of primary or secondary sources; students must compare and contrast examples that I give them and lastly, I will directly instruct the students on proper note taking techniques. I will model to them first and then teach specific skills.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will stand in front of the class and explain the following:

You have just been hired by the Nation Inquirer to write a non-fiction article for their magazine. Your article (migration to America) must have one specific topic and three sub-topics. You will need to include an interesting introduction paragraph, three paragraphs with subtopic information and a convincing concluding paragraph. You must be ready to submit your typed article to the publisher next week. The only sources you have are the pile of books in front of you and the internet.

I will role play a newspaper reporter gathering information (picking and choosing books) and writing my sources on the white board. I will ask the students (after a quick review) is this source document a primary source document or a secondary source document and then why do you think so?

I will ask what questions do you have – thus this model will lead the students to learn how to conduct research.

I will explain to the students that throughout this week, we will be learning how to conduct research by first finding the information, learning how to take notes and comprehend that information, and then how to present that information in a meaningful way.

I will have a library of chosen books and 5 computers (taped to each computer is a list of approved sites). I will then brief my students.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the research actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through research. The students will look through the books and think of any additional questions they might have.
* **Mini Lesson 1:**

Model choosing a topic suitable for your research – in this session, we will use migration and the purpose of migration. Then, in the top left quadrant of the first page transparency, brainstorm as many interesting questions as you can that show your curiosity about this topic.

Students’ Activity: Have students fold the handout that you give them in half and then in half again so that when they unfold the sheet there will be four equally defined quadrants. The topic is already decided (migration) they record it in the appropriate place in the top left quadrant of the front page. Then, they should brainstorm questions that they have some natural curiosity about. Allow 5 minutes for students to meet with partners to share their questions and to see if their partners can add any additional interesting questions. I will also have written on the smart board essential questions that they should think about and or add to their own knowledge base.

* **Mini Lesson 2:**

Teacher’s Model: Model narrowing down your list of questions to the 3 questions that will guide your research. Think aloud about questions that are too broad, too narrow, and just right; strike through all questions with the exception of the 3. Now, write the questions in the spaces provided on the front page of the form.

Students’ Activity: Have students go through the same process you’ve just modeled. Again, they might meet with partners to share their thinking process of eliminating the questions. Next have the students cut their forms apart on the folded lines into the four equal pieces. Pass around a stapler and have them staple the 4 pages together in the upper left corner.

As the students for their questions, I gather books, articles, encyclopedias, websites, atlases, maps, photographs, art work, diaries, journals, defined documents, posters, (if possible people/experts), music etc.

Concept Attainment on Primary and Secondary Sources: The class will be broken in half by giving 1 or 2 to each students. They will stand opposite each other and face the front of the class (desks will be moved aside to make room so that the students can stand.

I will write the name of the book (I pick) and ask the students to raise their hands if this book is a primary source or a secondary source. I will then call on the students that have it correct and ask them to explain to the class why they think this source is a primary source or secondary source. If the answer is correct, I will write it down on the white board (either under the primary source list or the secondary source list).

We will build a class definition of each on reference charts that will be on display until the unit has reached a conclusion.

* **Mini Lesson 3**

Teacher’s Model: Model how to locate the information pertinent to the questions you’ve decided upon. We will walk through several questions per day. I will model how to take the table of contents and/or the index from a book and show students how to use these features to pin-point information on the questions. I will model how to write down words and phrases (not complete sentences) alongside the bullets under the question in the correct quadrant on the form.

Students’ Activity: Have students begin to gather their information following the modeling you’ve done, recording words and phrases and then doing their free-writing. Follow this format for all three questions.

Students will gather information throughout the week on their own research

* **Mini Lesson 4**: I will discuss maps: Students will compare and contrast modern day maps from maps of the past. I will have 2 model maps hanging up. The maps will cover a lot of ocean area and we will discuss the routes that explorers and people that have migrated to the U.S. took – also, why were these routes chosen.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

A discussion will take place on the importance of primary and secondary sources (after the students have started on their note taking of their own sources). I will invite an expert in on the migration of people (perhaps an historian author, the base historian – but in the best case, I will invite a present day person who has migrated and spend an hour in discussion with the students – this person will act as a role model and expert).

We will (as a group discusses what was considered primary and secondary sources and why). **Primary sources (vs) Secondary sources: Followed by questions (below)**

* created at the time of an event, or very soon after?
* created after event; sometimes a long time after something happened?
* created by someone who saw or heard an event themselves?
* often uses primary sources as examples?
* often one-of-a-kind, or rare?
* expresses an opinion or an argument about a past event?
* letters, diaries, photos and newspapers (can they all be primary sources)?
* history text books, historical movies and biographies (can they all be secondary sources)?

**Home work:**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| John |  |  |
| Jake |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?